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ABSTRACT

This report presents an evaluation of an ESEA Title I Pilot Kindergarten Program in Phoenix, Arizona. The 3-month project involved an extended day program for eight kindergarten classes from five schools during the 1976-1977 school year. The report is organized into five sections. Section I presents the Student Performance Results. These results represent the percentage of gain in scores on the Metropolitan Readiness Test, Level I from the beginning to the end of the 3-month program for the five target schools considered separately and as a unit. Section II presents the Parent Survey Results. These results represent parent responses to a pre- and post-program survey of parent attitudes towards parent-child activities and child behavior both in the program and in the home. Section III, Parent Comments, presents lists of comments made by parents after participation in the instructional activities of the kindergarten classroom. Section IV presents the Educational Variable Survey Results. These results represent each teacher's responses to questions related to his or her instructional program. Section V describes the recommendations for the continuation of the program based on the evaluation results and the opinions of the teachers and parents. The appendices to the paper include copies of the Parent Survey Form and of the Educational Variable Survey Form. (BD)

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EVALUATION REPORT OF THE ESEA TITLE I PART B

PILOT KINDERGARTEN PROGRAM

1976-77

Submitted by:

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PS 009711

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INTRODUCTION

The purpose of this report is to present the data that were collected and analyzed for the purpose of evaluating the ESEA Title I Part B Pilot Kindergarten Program.

The report is organized according to the following sections:

Section I: Student Performance Results

This section of the report presents mean pre- and post-test percentage gain scores for each of the four a.m. and p.m. participating classes along with a combined total, utilizing student performance results from the Metropolitan Readiness Test, Level I.

Section II: Parent Survey Results

This section of the report presents the pre- and post-survey results from a 22-item parent survey. The purpose of the survey was to provide parents with an opportunity to express their opinions toward parent/child activities and behavior inside and outside the kindergarten classroom. The parent pre- and post-survey results are reported by class and combined total (see Appendix A for a copy of the Parent Survey).

Section III: Parental Comments

This section of the report lists the actual comments of parents as a result of participating in the instructional activities of their child's kindergarten classroom.

Section IV: Educational Variable Survey Results

This section of the report provides the reader with a description of a selected set of administrative, supportive, and instructional variables that may have had a positive influence upon student performance during the pilot program. Throughout the 1977-78 school year, these educational variables will be analyzed in greater depth (see Appendix B for a copy of the Educational Variable Survey Form).

Section V: Recommendations

This section of the report describes a set of suggested recommendations related to the 1977-78 ESEA Title I Part B Kindergarten Program. These suggested recommendations are empirically based on the opinions of teachers and parents.

STUDENT PERFORMANCE RESULTS

A: Results

Utilizing the Metropolitan Readiness Test, Level 1, the participating kindergarten students were pre- and post-tested in the following areas:

1. auditory
2. visual
3. language
4. pre-reading skills composite

It should be noted that the span of time between the pre- and post-test administrations of the Metropolitan Readiness Test, Level 1, was three months.

Table 1 shows the a.m. classes' pre- and post-test average raw scores for the above four tested areas.

TABLE 1

PRE- AND POST-TEST AVERAGE RAW SCORES
FOR THE A.M. CLASSES COMPILED FROM THE
METROPOLITAN READINESS TEST, LEVEL 1

School	Auditory			Visual			Language			Pre-reading skills composite		
	Maximum score	Pre-test average	Post-test average	Maximum score	Pre-test average	Post-test average	Maximum score	Pre-test average	Post-test average	Maximum score	Pre-test average	Post-test average
Dunbar	25	18.2	22.7	25	21	24	26	18.7	19.9	76	58	66.6
Gray	25	13.6	18.7	25	19.4	21.3	26	16.9	24.5	76	49.9	62.3
Lowell	25	15.1	17.4	25	16.6	21.2	26	15.8	18.7	76	47.6	57.3
Ann Ott	25	12.4	15.4	25	18.4	22.0	26	15.7	18.4	76	48.1	55.3
Total	25	14.3	17.7	25	18.3	22.3	26	15.9	20.5	76	42.2	58.2

TABLE 2

PRE- AND POST-TEST AVERAGE RAW SCORES
FOR THE P.M. CLASSES COMPILED FROM THE
METROPOLITAN READINESS TEST, LEVEL 1

School	Auditory			Visual			Language			Pre-reading skills composite		
	Maximum score	Pre-test average	Post-test average	Maximum score	Pre-test average	Post-test average	Maximum score	Pre-test average	Post-test average	Maximum score	Pre-test average	Post-test average
Dunbar	25	14.4	23.4	25	18.6	24	26	14.4	19.4	76	47.4	66.9
Lowell	25	13.3	15.3	25	15.8	21.3	26	18.7	19.1	76	47.8	55.6
Ann Ott	25	12.9	15.4	25	16.3	21.3	26	15.4	17.3	76	44.5	53.9
B. T. Washington	25	11.0	16.3	25	17.2	20.9	26	16.7	19.0	76	44.8	56.3
Total	25	12.5	16.6	25	16.8	21.1	26	16.5	18.2	76	46.0	55.9

Table 2 shows the p.m. classes' pre- and post-test average raw scores for the aforementioned four tested areas.

A further analysis was carried out on the student performance results utilizing the percentage gain formula. The formula is:

$$\text{Percentage Gain} = \frac{\text{Post-test average raw score} - \text{Pre-test average raw score}}{\text{Maximum raw score} - \text{Pre-test average raw score}} \times 100$$

This formula provides the <u>percentage of gain</u> that was achieved by the students between pre- and post-test administrations of the Metropolitan Readiness Test, Level 1.

Table 3 shows the a.m. classes' percentage gains for the four tested areas.

TABLE 3

PERCENTAGE GAIN SCORES FOR THE A.M. CLASSES

COMPILED FROM THE METROPOLITAN READINESS TEST,

LEVEL 1

School	Percentage gain score			
	Auditory	Visual	Language	Pre-reading skills composite
Dunbar	20.5	75	16.4	47.8
Gray	16.1	33.9	93.5	47.5
Lowell	16.3	54.8	28.4	34.2
Ann Ott	13.9	54.5	26.2	25.8
Total	16.0	59.7	44.7	47.3

Table 4 shows the p.m. classes' percentage gains for the four tested areas.

TABLE 4

PERCENTAGE GAIN SCORES FOR THE P.M. CLASSES COMPILED FROM THE METROPOLITAN READINESS TEST, LEVEL 1

School	Percentage gain score			
	Auditory	Visual	Language	Pre-reading skills composite
Dunbar	84.9	84.4	43.1	68.2
Lowell	14.3	59.8	5.5	27.7
Ada Ott	14.1	57.5	17.9	36.9
B.T. Washington	13.6	47.4	24.7	38.8
Total	33.4	52.4	17.9	33.0

B. Findings

As Tables 1 and 2 show, all a.m. and p.m. classes made relatively substantial gains between pre- and post-test administrations of the Metropolitan Readiness Test, Level 1, when considering the fact that only three months of instruction took place between the two test administrations.

Further evidence to support the fact that substantial gains were made by the participating kindergarten students in the areas of auditory, visual, language, and pre-reading skills composite can be found in Tables 3 and 4.

Tables 3 and 4 show a range of average percentage gain scores from 13.6% (auditory - B.T. Washington) to 84.9% (auditory - Dunbar).

Further, the greatest overall average percentage gains for both the a.m. and p.m. classes occurred in the area of visual.

PARENT SURVEY RESULTS

A: Results

Utilizing a 22-item questionnaire, parents were surveyed at the beginning and end of the ESEA Title I Part B Pilot Kindergarten Program for the purpose of determining if any changes in their opinions occurred over the three month period with respect to how they felt toward parent/child activities and behavior inside and outside the kindergarten classroom (see Appendix A for a copy of the Parent Survey along with an "X" for each item indicating the desired direction of response).

Tables 5 through 14 show the pre- and post- parent survey results for:

1. Ann Ott School (Tables 5, 6)
2. B.T. Washington School (Tables 7, 8)
3. Dunbar School (Tables 9, 10)
4. Gray School (Tables 11, 12)
5. Lowell School (Tables 13, 14)

TABLE 5

PARENT PRE-SURVEY RESULTS BY NUMBER (N)
AND PERCENT (%) FOR ANN OTT SCHOOL

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	3	20	8	53	4	27	0	0
		Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	5	33	6	40	4	27	0	0
		Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	1	6	8	53	4	27	2	13
		Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	0	0	0	0	9	60	4	27
		Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	1	6	1	6	9	60	6	40
		Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	3	20	7	47	2	13	3	20
		Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	1	6	5	33	5	33	4	27
		Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	4	27	5	33	5	33	1	6
		Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	0	0	0	0	8	53	7	47
		Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	4	27	10	67	1	6	0	0
		Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	1	6	0	0	9	60	5	33
		Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	5	33	7	47	2	13	1	6
		Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	4	27	10	67	0	0	1	6
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	2	13	4	27	7	47	2	13
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	4	27	4	27	6	40	1	6
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	6	40	7	47	2	13	0	0
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	5	33	7	47	1	6	2	13
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	6	40	8	53	1	6	0	0
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	0	0	0	0	9	60	6	40
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	2	13	5	33	3	20	5	33
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	4	27	10	67	0	0	1	6
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	7	47	8	53	0	0	0	0
			Strong Yes		Yes		No		Strong No	

TABLE 6

PARENT POST-SURVEY RESULTS BY NUMBER (N) AND PERCENT (%) FOR ANN OTT SCHOOL

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	1.	4	31	6	46	0	0	3	23
			Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	2.	2	15	8	62	3	23	0	0
			Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	3.	1	8	7	54	5	38	0	0
			Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	4.	0	0	2	15	9	69	2	15
			Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	5.	0	0	0	0	9	69	4	31
			Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	6.	1	8	9	69	3	23	0	0
			Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	7.	2	15	2	15	7	54	2	15
			Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	8.	0	0	8	62	3	23	2	15
			Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	9.	0	0	0	0	11	85	2	15
			Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	10.	2	15	7	54	2	15	2	15
			Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	11.	0	0	1	8	8	62	4	31
			Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	12.	2	15	10	77	1	8	0	0
			Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	2	15	9	69	2	15	0	0
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	2	15	2	15	9	69	0	0
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	2	15	8	62	3	23	0	0
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	2	15	8	62	3	23	0	0
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	2	15	10	77	1	8	0	0
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	1	8	9	69	2	15	1	8
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	0	0	2	15	10	77	1	8
			Strong Yes		Yes		No		Strong No	
20	I scold my child when he doesn't learn.	20.	1	8	7	54	5	38	0	0
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	1	8	10	77	2	15	0	0
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	4	31	8	62	1	8	0	0
			Strong Yes		Yes		No		Strong No	

TABLE 7

PARENT PRE-SURVEY RESULTS BY NUMBER (N)
AND PERCENT (%) FOR B.T. WASHINGTON SCHOOL

		Strong Yes		Yes		No		Strong No	
		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	1	9	10	91	0	0	0	0
2.	My child needs to play with me.	1	9	8	73	2	18	0	0
3.	Much of my child's learning will take place before he enters school.	1	9	8	73	2	18	0	0
4.	Playing with my child makes me feel restless.	0	0	1	9	9	82	1	9
5.	It is hard for me to tell when my child has learned something.	0	0	1	9	9	82	1	9
6.	When my child doesn't know an answer, I ask him to guess.	0	0	7	64	3	27	1	9
7.	If I spend a lot of time playing with my child, he will disobey me more often.	0	0	3	27	8	73	0	0
8.	I feel able to choose new toys for my child.	0	0	9	82	2	18	0	0
9.	When my child plays with toys, the pretending seems foolish.	0	0	1	9	10	91	0	0
10.	Playing with my child improves the child's behavior.	1	9	8	73	2	18	0	0
11.	When I play with my child I feel the need to talk like a child.	0	0	4	36	6	55	1	9
12.	It's all right for my child to get dirty while at play.	1	9	7	64	2	18	1	9

		Strong Yes		Yes		No		Strong No	
		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	0	0	7	64	3	27	1	9
14.	I get upset when my child tries to solve a simple problem in the wrong way.	0	0	4	36	7	64	0	0
15.	It's okay for my child to interrupt me when we play.	0	0	8	73	2	18	1	9
16.	I try to praise my child a lot when we play.	0	0	8	73	3	27	0	0
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	1	9	7	64	3	27	0	0
18.	I provide chances for my child to make up his own mind about a lot of things.	0	0	8	73	2	18	1	9
19.	It is difficult for me to stay interested when playing with my child.	0	0	4	36	7	64	0	0
20.	I scold my child when he doesn't learn.	0	0	4	36	7	64	0	0
21.	It is easy for me to use toys when teaching my child.	0	0	5	45	6	55	0	0
22.	My child learns by playing with other children.	1	9	9	82	1	9	0	0

TABLE 8

PARENT POST-SURVEY RESULTS BY NUMBER (N)
AND PERCENT (%) FOR B.T. WASHINGTON SCHOOL

		Strong Yes		Yes		No		Strong No	
		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	3	27	8	73	0	0	0	0
2.	My child needs to play with me.	1	9	9	82	1	9	0	0
3.	Much of my child's learning will take place before he enters school.	0	0	9	82	1	9	1	9
4.	Playing with my child makes me feel restless.	0	0	0	0	11	100	0	0
5.	It is hard for me to tell when my child has learned something.	0	0	1	9	9	82	1	9
6.	When my child doesn't know an answer, I ask him to guess.	0	0	6	55	5	45	0	0
7.	If I spend a lot of time playing with my child, he will disobey me more often.	0	0	4	36	7	64	0	0
8.	I feel able to choose new toys for my child.	0	0	7	64	2	18	2	18
9.	When my child plays with toys, the pretending seems foolish.	0	0	2	18	9	82	0	0
10.	Playing with my child improves the child's behavior.	0	0	9	82	2	18	0	0
11.	When I play with my child I feel the need to talk like a child.	1	9	3	27	7	64	0	0
12.	It's all right for my child to get dirty while at play.	1	9	8	73	2	18	0	0

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	0	0	8	73	3	27	0	0
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	0	0	1	9	10	91	0	0
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	0	0	10	91	1	9	0	0
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	0	0	9	82	2	18	0	0
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	1	9	7	64	3	27	0	0
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	0	0	5	45	6	55	0	0
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	0	0	2	18	9	82	0	0
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	1	9	1	9	9	82	0	0
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	0	0	4	36	6	55	1	9
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	1	9	10	91	0	0	0	0
			Strong Yes		Yes		No		Strong No	

TABLE 9

PARENT PRE-SURVEY RESULTS BY NUMBER (N)
AND PERCENT (%) FOR DUNBAR SCHOOL

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	4	17	15	65	2	8	2	8
		Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	2	8	18	78	2	8	1	4
		Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	1	4	16	70	5	22	1	4
		Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	1	4	4	17	15	65	3	13
		Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	1	4	3	13	13	57	6	26
		Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	2	8	15	65	6	26	0	0
		Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	0	0	8	35	9	39	6	26
		Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	7	30	15	65	0	0	0	0
		Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	0	0	4	17	14	61	5	22
		Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	1	4	12	74	3	13	2	8
		Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	1	4	3	13	14	60	5	22
		Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	6	26	17	74	0	0	0	0
		Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	1	4	21	91	1	4	0	0
		Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	2	8	8	34	12	52	1	4
		Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	1	4	16	70	5	22	1	4
		Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	4	17	15	65	3	13	1	4
		Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	3	13	17	74	3	13	0	0
		Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	2	8	13	57	8	34	0	0
		Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	1	4	6	26	13	57	3	13
		Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	0	0	9	39	11	48	3	13
		Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	1	4	15	65	7	30	0	0
		Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	4	17	18	78	1	4	0	0
		Strong Yes		Yes		No		Strong No	

TABLE 10

PARENT POST-SURVEY RESULTS BY NUMBER (N)

AND PERCENT (%) FOR DUNBAR SCHOOL

		Strong Yes		Yes		No		Strong No	
		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	6	28	13	62	1	5	1	5
2.	My child needs to play with me.	4	19	14	67	3	14	0	0
3.	Much of my child's learning will take place before he enters school.	0	0	15	71	4	19	2	9
4.	Playing with my child makes me feel restless.	0	0	3	14	12	57	6	29
5.	It is hard for me to tell when my child has learned something.	0	0	3	14	13	62	5	24
6.	When my child doesn't know an answer, I ask him to guess.	3	14	11	52	6	29	1	4
7.	If I spend a lot of time playing with my child, he will disobey me more often.	0	0	9	43	8	38	4	19
8.	I feel able to choose new toys for my child.	2	9	17	80	2	14	0	0
9.	When my child plays with toys, the pretending seems foolish.	0	0	2	9	12	57	7	33
10.	Playing with my child improves the child's behavior.	2	9	10	48	8	38	1	4
11.	When I play with my child I feel the need to talk like a child.	0	0	8	38	6	29	7	33
12.	It's all right for my child to get dirty while at play.	6	29	13	62	2	9	0	0

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	3	14	13	62	5	24	0	0
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	0	0	4	19	13	62	4	19
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	3	14	11	52	6	29	1	4
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	4	19	10	48	7	33	0	0
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	6	29	11	52	4	19	0	0
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	7	33	10	48	4	67	0	0
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	0	0	8	38	10	48	3	14
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	1	4	10	48	9	43	1	4
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	3	14	11	52	7	33	0	0
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	3	14	15	71	0	0	3	14
			Strong Yes		Yes		No		Strong No	

TABLE 11

PARENT PRE-SURVEY RESULTS BY NUMBER (N)

AND PERCENT (%) FOR GRAY SCHOOL

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	1.	4	31	9	69	0	0	0	0
			Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	2.	3	23	8	62	2	15	0	0
			Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	3.	1	8	5	38	6	46	1	8
			Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	4.	0	0	0	0	9	69	4	31
			Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	5.	0	0	1	8	9	69	3	23
			Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	6.	1	8	5	38	5	38	2	15
			Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	7.	0	0	4	31	6	46	3	23
			Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	8.	5	38	4	31	4	31	0	0
			Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	9.	0	0	2	15	7	54	4	31
			Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	10.	5	38	7	54	1	8	0	0
			Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	11.	2	15	4	31	4	31	3	23
			Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	12.	5	38	5	38	3	23	0	0
			Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	3	23	5	38	5	38	0	0
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	1	8	3	23	7	54	2	15
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	3	23	6	46	3	23	1	8
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	2	15	3	23	7	54	1	8
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	2	15	6	46	4	31	1	8
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	3	23	5	38	4	31	1	8
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	0	0	6	46	4	31	3	23
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	1	8	4	31	5	38	3	23
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	2	15	6	46	5	38	0	0
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	5	38	7	54	0	0	0	0
			Strong Yes		Yes		No		Strong No	

TABLE 12

PARENT POST-SURVEY RESULTS BY NUMBER (N)

AND PERCENT (%) FOR GRAY SCHOOL

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	1.	4	33	8	73	0	0	0	0
			Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	2.	3	25	6	50	3	25	0	0
			Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	3.	3	25	5	42	3	25	1	8
			Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	4.	0	0	0	0	9	75	3	25
			Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	5.	0	0	1	8	8	67	3	25
			Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	6.	0	0	6	50	3	25	3	25
			Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	7.	0	0	2	17	6	50	4	33
			Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	8.	3	25	8	67	1	8	0	0
			Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	9.	1	8	0	0	9	75	2	17
			Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	10.	2	17	8	67	2	17	0	0
			Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	11.	1	8	1	8	7	53	3	25
			Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	12.	5	42	5	42	2	16	0	0
			Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	2	16	9	75	1	8	0	0
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	0	0	2	16	8	67	2	16
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	3	25	4	33	5	42	0	0
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	2	16	6	50	3	25	1	8
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	4	33	4	33	3	25	1	8
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	3	25	7	58	1	8	1	8
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	1	8	1	8	8	67	2	16
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	0	0	6	50	4	33	2	16
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	1	8	6	50	4	33	1	8
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	5	42	7	58	0	0	0	0
			Strong Yes		Yes		No		Strong No	

TABLE 13

PARENT PRE-SURVEY RESULTS BY NUMBER (N)
AND PERCENT (%) FOR LOWELL SCHOOL

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	1.	6	23	18	69	2	7	0	0
			Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	2.	7	27	15	58	4	15	0	0
			Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	3.	5	19	13	50	8	31	0	0
			Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	4.	0	0	1	4	18	69	7	27
			Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	5.	0	0	2	7	18	69	6	23
			Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	6.	1	4	16	62	7	27	2	7
			Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	7.	0	0	6	23	13	50	7	26
			Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	8.	5	19	19	73	1	4	1	4
			Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	9.	1	4	4	15	13	50	8	31
			Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	10.	3	12	21	80	2	7	0	0
			Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	11.	0	0	9	35	11	42	6	23
			Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	12.	8	31	15	58	3	12	0	0
			Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	2	7	20	77	3	12	1	4
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	0	0	10	38	13	50	3	12
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	7	27	14	54	5	19	0	0
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	3	12	19	73	4	15	0	0
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	5	19	19	73	2	7	0	0
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	4	15	14	54	7	27	1	4
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	0	0	5	19	18	69	3	12
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	1	4	5	19	17	65	3	12
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	4	15	13	50	9	35	0	0
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	9	35	16	62	1	4	0	0
			Strong Yes		Yes		No		Strong No	

TABLE 14

PARENT POST-SURVEY RESULTS BY NUMBER (N) AND PERCENT (%) FOR LOWELL SCHOOL

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	4	16	18	72	3	12	0	0
		Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	6	24	17	68	2	8	0	0
		Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	3	12	16	64	5	20	1	4
		Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	0	0	3	12	16	64	6	24
		Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	0	0	4	16	14	56	7	28
		Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	1	4	18	72	5	20	1	4
		Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	2	80	7	28	9	36	7	28
		Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	6	24	14	56	5	20	0	0
		Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	0	0	2	8	16	64	7	28
		Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	3	12	18	72	4	16	0	0
		Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	1	4	7	28	11	44	6	24
		Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	6	24	17	68	1	4	1	4
		Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	1	4	21	84	3	12	0	0
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	0	0	5	20	17	68	3	12
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	15.	2	8	16	64	6	24	1	4
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	2	8	17	68	6	24	0	0
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	4	16	18	72	2	8	1	4
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	5	20	17	68	3	12	0	0
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	0	0	4	16	17	68	4	16
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	0	0	7	28	15	6	3	12
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	6	24	16	64	2	8	1	4
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	6	24	18	72	1	4	0	0
			Strong Yes		Yes		No		Strong No	

In addition, Tables 15 and 16 show the total combined pre- and post-parent survey results.

TABLE 15

TOTAL COMBINED PARENT PRE-SURVEY RESULTS BY NUMBER (N) AND PERCENT (%)

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	18	20	60	68	8	9	2	2
		Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	18	20	55	62	14	16	1	1
		Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	9	10	50	57	25	28	4	5
		Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	1	1	6	7	60	68	21	24
		Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	2	2	8	9	58	66	20	23
		Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	7	8	50	57	23	26	8	9
		Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	1	1	26	30	41	47	20	23
		Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	21	24	52	59	13	15	2	2
		Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	1	1	11	13	52	60	24	27
		Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	14	16	63	72	9	10	2	2
		Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	4	5	20	23	44	50	20	23
		Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	25	28	51	58	10	11	2	2
		Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	13.	10	11	63	72	12	14	3	3
			Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	14.	5	6	29	33	46	52	8	9
			Strong Yes		Yes		No		Strong No	
15.	It's okay for my child tc interrupt me when we play.	15.	15	17	48	54	21	24	4	5
			Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	16.	15	17	52	59	19	22	2	2
			Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17.	16	18	56	64	13	15	3	3
			Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	18.	15	17	48	54	22	25	3	3
			Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	19.	1	1	21	24	51	58	15	17
			Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	20.	4	5	27	31	43	49	14	16
			Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	21.	11	13	49	56	27	31	1	1
			Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	22.	26	30	58	66	3	3	0	0
			Strong Yes		Yes		No		Strong No	

TABLE 13

TOTAL COMBINED PARENT POST-SURVEY RESULTS BY NUMBER (N) AND PERCENT (%)

		N	%	N	%	N	%	N	%
1.	My child should be able to make noise during play.	21	26	53	65	4	5	4	5
		Strong Yes		Yes		No		Strong No	
2.	My child needs to play with me.	16	20	54	66	12	15	0	0
		Strong Yes		Yes		No		Strong No	
3.	Much of my child's learning will take place before he enters school.	7	9	52	63	18	22	5	7
		Strong Yes		Yes		No		Strong No	
4.	Playing with my child makes me feel restless.	0	0	8	10	57	70	17	21
		Strong Yes		Yes		No		Strong No	
5.	It is hard for me to tell when my child has learned something.	0	0	9	11	53	65	20	24
		Strong Yes		Yes		No		Strong No	
6.	When my child doesn't know an answer, I ask him to guess.	5	7	50	61	22	27	5	7
		Strong Yes		Yes		No		Strong No	
7.	If I spend a lot of time playing with my child, he will disobey me more often.	4	5	24	29	37	45	17	21
		Strong Yes		Yes		No		Strong No	
8.	I feel able to choose new toys for my child.	11	13	54	66	13	16	4	5
		Strong Yes		Yes		No		Strong No	
9.	When my child plays with toys, the pretending seems foolish.	1	1	6	7	57	70	18	22
		Strong Yes		Yes		No		Strong No	
10.	Playing with my child improves the child's behavior.	9	11	52	63	18	22	3	4
		Strong Yes		Yes		No		Strong No	
11.	When I play with my child I feel the need to talk like a child.	3	4	20	24	39	48	20	24
		Strong Yes		Yes		No		Strong No	
12.	It's all right for my child to get dirty while at play.	20	24	53	65	8	10	1	1
		Strong Yes		Yes		No		Strong No	

		N	%	N	%	N	%	N	%
13.	My child learns new words when we play.	8	10	60	73	14	17	0	0
		Strong Yes		Yes		No		Strong No	
14.	I get upset when my child tries to solve a simple problem in the wrong way.	2	2	14	17	57	70	9	10
		Strong Yes		Yes		No		Strong No	
15.	It's okay for my child to interrupt me when we play.	10	12	49	60	21	26	2	2
		Strong Yes		Yes		No		Strong No	
16.	I try to praise my child a lot when we play.	10	12	50	61	21	26	1	1
		Strong Yes		Yes		No		Strong No	
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	17	21	50	61	13	16	2	2
		Strong Yes		Yes		No		Strong No	
18.	I provide chances for my child to make up his own mind about a lot of things.	16	20	48	59	16	20	2	2
		Strong Yes		Yes		No		Strong No	
19.	It is difficult for me to stay interested when playing with my child.	1	1	17	21	54	66	10	12
		Strong Yes		Yes		No		Strong No	
20.	I scold my child when he doesn't learn.	3	4	31	38	42	51	6	7
		Strong Yes		Yes		No		Strong No	
21.	It is easy for me to use toys when teaching my child.	11	13	47	57	21	26	3	4
		Strong Yes		Yes		No		Strong No	
22.	My child learns by playing with other children.	19	23	58	71	2	2	3	4
		Strong Yes		Yes		No		Strong No	

B: Findings

When reviewing the pre- and post- parent survey results reported in Tables 5 through 16, it can be observed that for some items, moderate "shifts" in opinions did occur.

However, the overall conclusion can be drawn that as a total group, for each of the 22 items on the survey, the majority of parents expressed a positive opinion according to the directionality of positive response found in Appendix A.

PARENTAL COMMENTS

A: Results

Throughout the ESEA Title I Part B Kindergarten Pilot Program, teachers continually recorded the comments of parents after they had completed a classroom visitation during which time they were involved in some type of classroom activity.

Below is listed the parental comments by school.

Ann Ott School

I think the kids have improved a lot.

What else can I say. I love it.

Very good way to learn numbers and letters.

They are doing very good. They know the letters when they saw them. Louis is doing a lot better.

Fun.

I like it, its good to no that I can help and have part in it.

I really think that this new teaching is helping the children.

I always enjoy my days here.

I enjoyed it.

Everything want well. Liked it.

I liked it.

All right.

I had a lots a fun. hope to come back soon.

Making game for so they could learn thier letters and ABC's. its fun while they learn. it's Ideal.

Very interesting.

It was lots of fun and interesting.

I enjoyed myself participating in your class room.

I enjoyed being here.

Its a good program but I think we should keep the kids a little more quite because they go to the other class too excited and they don't want to settle down.

I enjoyed it. it was fun.

I really think it has help my grandson.

I like what kids make by themselfs.

The kids write their name and play some Letter and numbers bingo and we also went outside. I think the program is goin well. It will work.

everything was alright.

I think it's nice work they do.

I think they did good work.

I think it will work, but I think that disipline is the most important.

I thing that this is very Good cause it help them get along with what they have to learn.

I think these way the children will learn more.

I think the children enjoyed. I think the program will work.

I think it's real good.

It is a very good workshop. should have one every week.

It's good for children too learn the Letters; numbers.

I like the newspaper storys.

we were tracing first and then colored.

to much work for one nite.

Angel has learned the address of his home and I think it is very important also that he learned to print his name, knows his colors. I think this program is very good for lot of children who need more time and attention than others. I am very pleased. Thank you.

I like it and I hope I can help out in soom way.

I think the games they have are inspiring and will help alot.

Yes I like what we made today it is fun. Yes we should do it more often.

I liked it very much. I will try to make it every week.

I think it's a interesting program and every day they learn more.

I enjoy working with the children. I see an improvement in my child. I would like to come back.

I think is a good a thing of the parents to come and help.

I feel my child has learned a great deal and think this program is very good.

I think these way the children will learn more.

*I liked it very much. It is very interesting.

*I like this program very much. The method of teaching is very good for them.

*I believe that the program will work. (That's the proof that I have) Incomplete.

*I like the way you have the program.

*It helps the children with their diary (homework).

*I like the way you have the program.

*I like this program. It is very important that my child learns English well, as no one speaks English at home.

*Everything is very good, and it helps them.

* Translation from Spanish

*I enjoy being with the children. I would like to spend more time with them in class.

*This new program is very good for my child, because I have notice the progress since the program began.

* Translation from Spanish

B.T. Washington School

I like the number game and the classroom.

I liked working in the classroom and everything I saw.

I liked being with them, the are not shy to speak up. enjoyed talking with them. hope to come again.

I liked working in the classroom. I wish I had more time.

I think the program is very nice and skillful and for this being my first time coming I enjoyed it very much and I am looking forward to coming back.

I think this good for the children it opens their minds. I am glad my child goes to this school.

What I think about the workshop is that it has help her and me. Alot of things like spelling her name and how to sound out the letters. Cause when she was going just half a day she hardly learn anything. And thats why I think this is good.

Children relate good with teacher. Children and teacher have very good conversations. Most children seem to enjoy teacher and there work very well. Everyone gets included. I believe children will benifit from this class. Teacher seems more relaxe now, more enjoying children. Well organized. Children seem to enjoy very well. Teacher very considerate to each child feelings and seems to understand very well.

My name is Ramon Ramirez and I had a lot of fun with the feild class. I think it good that me as a father should get aquainted with my sons work at school. Mrs. Rosofsky is a good teacher. She had a lot of with the kids.

She very nice and take the time to show the kids good matter and I like that and it very important that they all learn.

I think this class is helping my child. Richard has improve a great deal. And it make me feel good to come and help them.

The games are good for the children.

I think the morning kindergarden is coming along good. I've seen a couple of students pick up alot with their colors. One student couldn't write his name and now he can. I'm all for morning kindergarden.

Its getting more interested to work with my child. The work I take home help my boy learn more. I like the way the teachers show him to pronounce their words.

I think the teachers are doing a good job. I enjoy working with my child. I'm learning things that I can show my other children. And get to know Ramon's work abilities and also to know him more.

I feel that the morning, kindergarden lesson are equally divided into part that all the children needs. I think the class is well manner. I wouldn't change the way it is done.

I would like to participate more in the classroom instead of sitting and listening. I find it hard to try and help by walking around and asking who needs help.

I feel the workshop has or is giving Emily more learning than staying at home watching T.V., where here, she is learning more.

*I think that this program is perfect for the children.

* Translation from Spanish

Dunbar School

I think this program was a wonderful idea. It is helping the children a lot more, they seem to be enjoying all these little extra activities. I think my son has improved in reading, writing, and his math. The learning doesn't stop after school is out, when we get home he still wants me to tell him what a book says or what a certain story means. At night he even wants to read his books to me. The teachers are very nice and good. I think there is alot of love and patience in the teacher and her aids. Keep up the good work.

I think the program is helping Tara and it is helping her other class too.

I think this program has improved my child very much. His writting.

I think my child Roberta is learning a lot more going to school all day now. And I think this program is able to provide my child with better learning methods and having able parents to participate along with child and teacher.

I think it is helping my son, because he seems to improve in his English, and his study with numbers. I feel it is a good program for all the kids.

David said he like the class. Yes I think it is good for David. he's done some good work so I see.

I think the program is really helping my child Terrance. I am glad that he has the chance to be in both classes and I'm working with him at home to help him and his teacher. And thank you for making it possible for my child this year.

I think April has learned more in the past few weeks. I think this program should continue.

It think it's helping Raymond out a lot because he's counting better he's just improved more, in his letters.

I really appreciate the program because my child really enjoys staying at school all day, he is really learning alot, his behavior is really improving and it gives him more time to learn his basic needs.

I think this program is really helping my son. Before he couldn't count far and didn't know his ABC's very well. But now I guess they spend more time with him so I think its great.

I have found that my child is speaking more English. He enjoys school more now. I really like this program and I hope it continues.

My child have really improved since she been in TITLE one. She brings me all of her work home to me, all her papers have stars on them, then she explains what she have did.

She's making progress in school. She likes eating in school. She likes the teachers too.

Latasha needs work. Program is really good to improve skills.

I feel that perhaps the notes I wrote and the home visitations made by myself and the "Call-an-Aide" services helped because of the increases in parent involvement in my classroom.

Gray School

I very happy to be here and sit and see program for the children. They have process alot.

I am very pleased with the report of the test and the way she was taught. She came late to school but in such a short time she did very good. It makes to very happy. Thank you.

We are very happy with the report of the test, also with the teachers. Our son is processing much more than before. We thank you for the help you gave our son and everything he need help in. Because we don't speak English we couldn't help him. Thank you.

Emily has really improve in her alphabets and numbers. before she couldn't. It really has help her alot since the morning classes start.

I enjoy the way their been shown rules on the bus that have to be followed. And that way they know how to get off the bus without any problem.

I feel that the trip we will all be going on. Will be very good for My Child and the other child to. It will give them change to learn alot. And with the teacher the children has so much more to give.

Very enjoyable morning watching children. Children seen to enjoy very well. Would not change anything. All children get included.

I'm finially getting used to working with these kids and feeling more at ease in the classroom. Im also finding out how this class is helping older kids at home.

Today was learning with rhyming words. I like the way the teachers are putting the rhyming pictures. The kids are knowing more of their syllables by rhyming their words.

Would not change anything. Work Shop very interesting too. Kids really should get out of it alot. Learning, following instruction very important in learning, teacher very good at this.

I enjoy working with the children in the class. I feel the children are enjoying the class as they learn. I also feel they have learned alot this year.

I feel that this program is pretty good. My child seems more alert and attentive.

We are very happy with the morning class cause my son has learned alot and in the Spanish to. It has help him for his english and spanish.

I feel the workshop has or is giving Emily more learning than staying at home watching T.V., where here, she is learning more.

I think this good for the children it opens their minds. I am glad my child goes to this school.

What I think about the workshop is that it has help her and me. Alot of things Like spelling her name And how to sound out the letters. Cause when she was going just half a day she hardly learn anything. And thats why I think this is good.

I would like to participate more in the classroom instead of sitting and listening. I find it hard to try and help by walking around and asking who needs help.

This is perfect good for the children.

Children relate good with teacher. Children and teacher have very good conversations. Most Children seem to enjoy teacher and there work very well. Everyone gets included. I believe children will benifit from this class. Teacher seems more relaxe now, more enjoying Children.

Well organized, Children seem to enjoy very well. Teacher very considerate to each child feelings and seems to understand very well.

I feel that the morning kindergarden lesson are equally divided into part that all children need. I think the class is well manner. I wouldn't change the way it is done.

It's getting more interesting to work with my child. The work I take home help my boy learn more. I like the way the teachers show him to pronounce their words.

I thank this class is helping my child. Richard has improve a great deal. And it make me feel good to come and help them.

I think the teachers are doing a good job. I enjoy working with my child. I'm learning things that I can show my other children. And get to know Ramon's work abilities and also to know him more.

She very nice and take the time to show the kids good matter and I like that, and it very important that they all learn.

I enjoyed today but still feel a little uneasy.

I've talked to Ramon's kindergarten teacher at a meeting. She told me that Ramon was learning more. Cause the morning class is helping him. I think she's right. I've seen him progress more on his words and colors.

The teacher has a nice way with children, and the children have more instere in being touch and willing to learn.

I enjoy working with the children. I feel it help myself as well as the children. I enjoy working with the teacher so I can find out how to work at home with my other children.

I feel very good when I come in to this class room. I can see and here the deaffcent (difference) in my child.

Today I has a lot of fun and the kids. And I looking forward to Rosofsky come again.

The class went well today. I learned one thing today you have to keep calm when the children gets upset about doing their work.

I am very pleased and happy for my son he comes home and wants to do more school work.

I had a good time in workshop playing the game with A, B, Z.

I think we should continue this workshop she is really learning, what she need.

The workshop is very nice you learn and so do the kids. Keep up the Good work.

Everything is turning out nice in the morning kindergarden class. They made hats and did very well on there own.

This class is very good. The children are wanting to learn and it make you feel good to come and help.

Everything that goes around here it is just great. And the different games they have to teach the kids how to pronounce the ABC And the numbers.

I am very happy for my son he has learn a lot and getting better.

It is very nice my little Boy Doesn't go to school yet will be going next year so I bring him to the workshop with his cousin that comes here it is very nice he seems to be learning a little bit. he really like it.

Enjoyed coming to workshop. All children participate. Letter game recoginition game is very good. Children seem to really enjoy class. Deanne will really enjoy fun box. I thank you for it. Seems very educational.

Emily has really improved since they started the morning class, it really has improved her alot.

I'm glad to be her tonight. I have learn alot.

I glad for my son. he is in this class he is getting better all the time thank you very much.

I feel this is a good way of teaching.

*I believe that this system for learning is very good.

*We are very happy with your program. We are observing that our child is benefiting from it a lot, as well as with the program in Spanish. It also makes it easier for him to learn English and Spanish.

* Translation from Spanish

Lowell School

I felt if we are here on time we should start in on our project for the nite as I am very busy sometime and must get home for one reason or a nother. other than that all is O.K. The things we do seem to be doing the job in my home. Thank you for the time.

I sure like the way you are teaching them. I'm very happy.

I really like come to this meet because I learn as much as Roxanne, and I thank you for the time you give us and Roxanne really like it.

I feel that this program has helped me a lot, in the things I need to know so that I can help my child.

To me this program is super. Wish we had had something like this years ago. Sure appreciate all the work put into it. And enjoy all meetings with teachers.

Linda has improved on her spelling. At home she spells her name. She also likes to read story books. She likes the program very much.

Its okay. he's improving on his numbers and reading out loud. He cannot remember which number is which. He can't tell the difference.

I feel the program has helped Jon a lot. He reads and writes much better. I noticed his coloring improved lately too. He always needed more patience. Thank you.

I think Jon likes school. He doesn't complain at home very much about school. His work he brings home is showing improvement.

John is really improving. I feel his work leaves a lot to be desired. But will make it cause John's a hard worker and wants to learn and to please us. Title One problems are many but will soon be few. John likes you and new program he like everything.

Ernie has been acting kind of smart lately at the house if he does it here in school tell him your going to tell me. When it comes down to doing things in the room he sais you never pick on him.

Alex is learning alot of things she didn't know before. She likes coming to school everyday. I like the program.

I find that the objects that are used are very helpful to the children in class to help them learn more easly to count. I like the way everything is being done.

Rosa Linda is very excited about coming to school all day. And I see that its Helped her out alot. She enjoys being in this new program.

This program is helping Betty learn faster.

I think Lisa needs more help with her work. And I think me coming to help her will do good.

Enjoyed exchanging comments and views with the teacher. Thank you.

Its a good thing to have my child in the Title I class. She is learning a lot. Thank You.

I think my boys worse habit is ignoring me when I ask him to do something (unless its something he likes to do).

I really think these all day school will really help my child. And I'm learning a little too by coming to the work shop.

I have been teaching Linda her colors at home. And she seems to be learning. I think this Title I class will help Linda alot.

I think my sister Chan is doing good in school and she do good at home to she really likes school a lot.

Lisa has improved in some of her work. But I think she needs a bit more help. I think the workshop has help me in many ways too.

Her work is fair. The workshop is fine. That she likes your class.

Doing better work. When George came home he said that he is writting his name better.

I think Lisa still needs to improve in her work. And I think this program is doing her good. But Lisa still acts silly when I try to work with her.

I think its pretty good and enjoy going to the classroom and working with the children.

I think the program is good in the way it teach the children and it show as how we can help.

I feel well its my first time here, but I feel it worth it. Roxan she like to come to school, she is doing better than before so I think it real good.

Shadona as enjoyed in saying words and numbers.

Still having trouble with numbers but he is improved at it. But likes to count in Spanish in the bath tube.

Me and my mother are happy to see Chan is learning alot. Since she been in your class. She knows her letters her shapes and her colors.

I like the way you teach him.

Well he has been improving since he started this program and I'm proud of him.

His work seems to be getting better. I was kind of surprised with his sudden neatness.

I think Chan is doing well in her new room my mother thinks she's doing pretty good.

This program is great. Cecelia is learning real good. Please keep up the good work. I sure hope you make this program a steady thing throut the years. Thanks again.

I had a lot of fun believe it or not, its to bad more parents don't come. I really enjoyed it. maybe I can make it next time.

It is nice to know that he is doing better.

Improving in school work and doing very good in your class room.

I am glad to see that she is doing better.

Class nice more people.

I have fun when I come. And I sorry I didn't come to every meet but thank you.

It very good that someone cares a little extra more for kids today.

My daughter has improved alot since she started school.

I think some of the kids are learning but some play a lot. Roxann: knows her alphabet pretty good.
Ernie: knows his alphabet pretty good too.

I like the way the teacher works with the calendar and well I really like everything thats going on that I've seen so far.

Enjoyed myself very much.

Anthony - Could do better if he got down to it. Not to bad. Val - Needs a lot of help. He knows some But doesn't try.

Carmen - Didn't know any of her numbers. Dora - Did now her numbers pretty good.

I enjoyed coming in to help you with the children And I know Rosa Linda likes for me to come in.

Most all of them know there numbers. Only Rosa Linda gets mix up with 6 & 9.

She likes school.

My daughter has improved a great deal. I enjoy coming to classroom.

Under the program the kids looks like they are learning good.

*I think that this program is helping Maria and she would like to be in class all day.

*The teacher works very well with the children. She is very energetic with them.

* Translation from Spanish

B: Findings

Although the parental comments are about a variety of topics ranging from their own children's behavior to classroom activities, it can readily be concluded that the parents (1) highly support the extended day kindergarten program and (2) enjoy and benefit from participating in classroom activities.

EDUCATIONAL VARIABLE SURVEY RESULTS

On May 19, 1977, each of the participating teachers in the ESEA Title I Part B Pilot Kindergarten Program were asked a number of questions related to his/her instructional program utilizing the Educational Variable Survey Form (see Appendix B for a copy of the Educational Variable Survey Form).

A: Results

Below are displayed the combined answers to the questions found on the Educational Variable Survey Form.

1. Number of parents contacted in order to attain twenty-four commitments saying that they would enroll their children in the kindergarten program Range 12-24

2. Number of students from the twenty-four commitments who actually enrolled in the kindergarten program Range 12-24

3. Number of home visits made by the teacher and/or aide Range 37-85

4. Number of children whose parents and/or representatives visited the classroom
   A. During school hours Range 5-24
   B. Before or after school hours Range 4-17

5. Total number of parent visits to the classroom
   A. By mother Range 18-90
   B. By father Range 2-14
   C. By both mother and father Range 2-11
   D. By representative(s) (specify) Range 3-19

6. Average amount of time of a typical parent visit to the classroom Range 1¼ - 2¼ hours

7. Average daily attendance rate
   A. A.M. Range 8-11
   B. P.M. Range 8-10

8. Specify the major reason for absences.

   A. A.M. Illness - Chicken pox
   B. P.M. Illness - Chicken pox

9. Describe no more than three major strengths of the kindergarten program.

   Shows that parent involvement works. Childrens' self-concept reflects their knowledge that their parents can be teachers. Teacher gains valuable understanding of parent concerns and vice-versa.

   More individual attention for children who profit by it.
   More involvement of parents in their children's lives - educationally, socially, emotionally - more teacher understanding - more parent understanding.
   More support for school system as to goals - more support to parents with their individual goals for the children.

   Getting the parents involved and teaching them how to work with their children, also gives us insight into home individually.
   Allows us extra time to work individually with the children on problem areas.
   Allows more time for the extra activities (art, music, coordination) that reinforce concepts taught in regular classroom.

10. Describe any major limitation of the kindergarten program.

    Would be better if students had the same teacher all day.

    Given the present description of the program and parents and children such as those we have worked with, I see no limitations.

    I believe the limitations to be the fact that two teachers share the same children. Its difficult for the kids to adjust at this young age to so many personalities.

    Validity of test results - metro and parent surveys. Children get tired being in school all day.

11. Describe any recommendation related to the continuation or non-continuation of the ESEA Title I Pilot Kindergarten Program.

    Continue the program utilizing the same teacher for the extended day.

    I am counting on it continuing and I expect greater results next year.

I believe that when test results indicate so much improvement in children, and when teacher observations indicated the same, and when parent comments indicate the same, the program should continue. However, I feel that it should continue on the basis of each teacher retaining his/her individual classroom in the a.m. and then select children from her own a.m. class to participate in his/her p.m. Title I class. I think that this method would provide less difficult adjustments for the children and more "flowing" classroom activities, and more continuation between a.m. and p.m. It would provide more teacher-time for the children rather than teacher-to-teacher conversing about the children.

More materials and training provided for the parents. Larger room.

B: Findings

Although no formal statistical analyses could be conducted utilizing the educational variable survey information and student performance gains due to the small N size, the following conclusions can be drawn based upon the descriptive results:

1. Number of home visits made by the teacher and/or aide was substantially high

2. The total number of parent visits to the classroom, especially by the mother, was very high

3. According to the overall comments, the major strength of the extended day kindergarten program is parent involvement leading to better teacher and parent understanding of the children

4. Overall, the teachers indicated that the major limitation of the extended day kindergarten program is that the participating students do not have the same teacher all day

5. As for recommendations, the teachers highly recommend that the extended day kindergarten program be continued next year but with the provision that the students have the same teacher all day

RECOMMENDATIONS

Based upon the evaluation results for the 1976-77 ESEA Title I Part B Pilot Kindergarten Program, the following recommendations are suggested for the 1977-78 ESEA Title I Part B Kindergarten Program.

1. An in-depth study should be initiated to determine what factors caused the very high percentage gains in student performance in selected tested areas and classrooms during the 1976-77 school year. The resultant information could then be utilized for future program planning.

2. A correlational study should be carried out during the 1977-78 school year to determine the strength of relationship between student performance and parental attitudes toward the extended day kindergarten program.

3. As the teachers indicated on the Educational Variable Survey Form, during the 1977-78 school year the students should have the same teacher all day.

4. In order to determine the full effects of the extended day kindergarten program, the performance levels of participating students should be compared to a group of non-participating kindergarten students who have been administered the same measurement instrument.

APPENDIX A

PARENT SURVEY FORM

TPS Research
PAAT - Form B
Printed 4/76 (400)

PARENT SURVEY

Name _____ School _____

Check one - Mother _____ Father _____ Grandmother _____ (Write-In) _____

Child's Name _____ Sex of Child - Boy _____ Girl _____

Language of Child - Spanish _____ English _____ Bilingual _____ Age of Child ___

Directions:

You will be reading some statements on feelings about your child. This is not a test. We are asking that you express your feelings about your child. For each statement, circle only one answer. If there is no doubt in your mind about a statement, then you will circle either STRONG YES or STRONG NO. Otherwise, circle either YES or No. Continue until you have answered all statements. Take your time.

1. My child should be able to make noise during play.	~~Strong Yes~~	Yes	No	Strong No
2. My child needs to play with me.	~~Strong Yes~~	Yes	No	Strong No
3. Much of my child's learning will take place before he enters school.	~~Strong Yes~~	Yes	No	Strong No
4. Playing with my child makes me feel restless.	Strong Yes	Yes	No	~~Strong No~~
5. It is hard for me to tell when my child has learned something.	Strong Yes	Yes	No	~~Strong No~~
6. When my child doesn't know an answer, I ask him to guess.	~~Strong Yes~~	Yes	No	Strong No
7. If I spend a lot of time playing with my child, he will disobey me more often.	Strong Yes	Yes	No	~~Strong No~~
8. I feel able to choose new toys for my child.	~~Strong Yes~~	Yes	No	Strong No
9. When my child plays with toys, the pretending seems foolish.	Strong Yes	Yes	No	~~Strong No~~

10.	Playing with my child improves the child's behavior.	~~Strong Yes~~	Yes	No	Strong No
11.	When I play with my child I feel the need to talk like a child.	Strong Yes	Yes	No	~~Strong No~~
12.	It's all right for my child to get dirty while at play.	~~Strong Yes~~	Yes	No	Strong No
13.	My child learns new words when we play.	~~Strong Yes~~	Yes	No	Strong No
14.	I get upset when my child tries to solve a simple problem in the wrong way.	Strong Yes	Yes	No	~~Strong No~~
15.	we play.	~~Strong Yes~~	Yes	No	Strong No
16.	I try to praise my child a lot when we play.	~~Strong Yes~~	Yes	No	Strong No
17.	More of my child's personality learning at this age takes place by watching people and things rather than by being told.	~~Strong Yes~~	Yes	No	Strong No
18.	I provide chances for my child to make up his own mind about a lot of things.	~~Strong Yes~~	Yes	No	Strong No
19.	It is difficult for me to stay interested when playing with my child.	Strong Yes	Yes	No	~~Strong No~~
20.	I scold my child when he doesn't learn.	Strong Yes	Yes	No	~~Strong No~~
21.	It is easy for me to use toys when teaching my child.	~~Strong Yes~~	Yes	No	Strong No
22.	My child learns by playing with other children.	~~Strong Yes~~	Yes	No	Strong No

APPENDIX B

EDUCATIONAL VARIABLE SURVEY FORM

PHOENIX ELEMENTARY SCHOOL DISTRICT NO. 1
ESEA TITLE I PILOT KINDERGARTEN PROGRAM

Educational Variable Survey Form

1. School name _____
2. Teacher name _____
3. Number of parents contacted in order to attain twenty-four commitments saying that they would enroll their children in the kindergarten program _____
4. Number of students from the twenty-four commitments who actually enrolled in the kindergarten program _____
5. Number of home visits made by the teacher and/or aide _____
6. Number of children whose parents and/or representatives visited the classroom
   A. During school hours _____
   B. Before or after school hours _____
7. Total number of parent visits to the classroom
   A. By mother _____
   B. By father _____
   C. By both mother and father _____
   D. By representative(s) (specify) _____
8. Average amount of time of a typical parent visit to the classroom _____
9. List comments made by parents about the kindergarten program based upon the collected notes of the teacher.

   _____

   _____

   _____

   _____

   _____

   (If necessary, use attached sheet for additional comments.)
10. Average daily attendance rate
    A. A.M. _____
    B. P.M. _____

11. Specify the major reason for absences.

    A. A.M. _____

    B. P.M. _____

12. Describe no more than three major strengths of the kindergarten program.

_____

_____

_____

13. Describe any major limitation of the kindergarten program.

_____

_____

14. Describe any recommendation related to the continuation or non-continuation of the ESEA Title I Pilot Kindergarten Program.

_____

_____

_____

_____

Teacher _____
Signature

Consultant _____
Signature

9. Parent comments